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ABSTRACT

The final report describes the objectives and accomplishments of Project COMPETE, a 3-year project in New York State whose purpose was to develop secondary and transitional postsecondary programming for training youth with severe disabilities in skills necessary to achieve a successful transition from school to vocational opportunities in their communities. The project developed programming to meet the future needs of a target population of 290 severely disabled youth (ages 18-21) in vocational, domestic, recreation/leisure, and community functioning. The project also provided education to 36 teachers, 13 paraprofessionals, and parents of 71 transition-age students. A summer pilot program provided training in transition skills to 10 transition-age students, six of whom were provided on-the-job employment training. Job coaches provided on-the-job training, travel training, and follow-up support to an additional 61 students who were placed in competitive employment at the minimum wage. A support and advocacy program involving schools, agencies, employers, and parents was established. The project effected an increase in the number of students placed in employment after graduation/aging out, and an increase in the number of students who received follow-up support and intervention while on the job. (Twenty-eight data tables are included, and appendices provide a job coach training outline, job analysis, assessment and job/student match instruments, and a list of dissemination activities.) (Author/JW)

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BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY
Valentines Road and The Plain Road
Westbury, NY 11590

YEAR 3 AND FINAL EVALUATION REPORT: PROJECT COMPETE
October 1, 1984 - September 30, 1987

Promoting Effective Transition for Severely Handicapped Youth from School to Work Through Training, Intervention, Support and Advocacy

funded by

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Abstract

Project COMPETE, a three-year program funded by the Office of Special Education and Rehabilitative Services of the U.S. Department of Education, promoted effective transition for youth with disabilities from school to work through training, intervention, support, and advocacy.

The project provided a new curriculum focus with intensive on-the-job training and support in work settings, intensive job development, parent training, and support and advocacy through interagency collaboration.

The target population consisted of youth with severe disabilities, ages 18-21, who attend programs for the severely and profoundly mentally retarded, orthopedically handicapped, and neurologically impaired offered by the Board of Cooperative Educational Services (BOCES) of Nassau County, New York.

Project COMPETE developed programming to meet the future needs of the target population for vocational, domestic, recreation/leisure, and community functioning. The project provided education to 36 teachers and 13 paraprofessionals, and to parents of 71 transition-age students. A summer pilot program provided training in transition skills to 10 transition-age students, 6 of whom were provided on-the-job employment training. Job coaches provided on-the-job training, travel training, and follow-up support to an additional 61 students who were placed in competitive employment at the minimum wage.

The project developed and implemented a support and advocacy program involving schools, agencies, employers, and parents. The project developed and maintained linkages and coordinated activities with business and industry, government, and private agencies were developed and maintained. The Nassau County Parks and Recreation Department established two jobs leading to full benefits. All project graduates registered with OVR.

The project effected an increase in the number of students placed in employment after graduation/aging-out, and an increase in the number of students who received follow-up support and intervention while on the job.

The project impacted positively upon attitudes of teachers and parents who reoriented their perceptions of successful education for this population towards employment-related outcomes. Nassau BOCES is committed to continue training in integrated and natural competitive employment environments for transition-age youth.

I. Project Description

A. Purpose

Project COMPETE developed secondary and transitional postsecondary programming for training youth with severe disabilities in skills necessary to achieve a successful transition from school to vocational opportunities in their communities. Students were trained in natural environments and received intensive on-the-job training and support in actual work settings, both before and after graduation from school. Teachers and parents were provided training and support, and were familiarized with the ecologically-based, community-referenced, age-appropriate curriculum and innovative teaching strategies. The project conducted extensive job development and advocacy via interagency collaboration.

The project demonstrated that with appropriate training methodologies, youth with severe disabilities can achieve a successful transition from school to the world of work. As a result of the project's intervention, the percentage of students recommended for placement in competitive jobs increased. Moreover, by providing ongoing intervention and support during the critical first year after graduation, the project enabled a majority of the students who were recommended for placement to achieve a successful transition to the world of work.

B. Objectives

The project had four objectives as follows:

Objective 1: To address transition needs of youth with severe disabilities, ages 18-21, who are about to graduate or age-out of school by providing programming which addresses their future vocational, domestic, recreation/leisure, and community functioning needs.

Objective 2: To prepare youth with severe disabilities for transition from school to work by offering assessment, job training, placement, and follow-up support.

Objective 3: To increase the number of students making a transition from school to work through development of expanded on-the-job training and job placement opportunities for youth with severe disabilities coming out of school via an extensive interagency collaboration and advocacy effort with business and industry.

Objective 4: To develop and implement a transition support and advocacy program involving schools, agencies, employers, parents, and community resource networks.

C. Implementation of Project Objectives

Figure 1 documents the relationship between project objectives and briefly summarizes the activities that were implemented for each objective.

Project COMPETE became operative October 1984. Figure 2 presents a three-year overview of the project. Program staff included a part-time project director, a full-time project coordinator, job coaches, and a part-time secretary.

During the first project year, activities concentrated on program planning, staff and job coach training, collecting baseline data, implementing a pilot demonstration including assessment, employment intervention, parent counseling, job training, job placement, and finalizing plans for full-scale implementation. An evaluation of Year 1 activities was conducted and a first-year program performance report was completed providing details of accomplishments from October 1, 1984 - September 30, 1985.

The full demonstration model which was implemented in Year 2 included curriculum development, job coach training, development of vocational IEPs, job development, job placement, on-the-job training, advocacy, interagency collaboration, dissemination, and evaluation activities. The "Year 2 Evaluation Report" provided details of Project COMPETE's activities and accomplishments for October 1, 1985 - September 30, 1986.

Activities in the third project year, October 1, 1986 - September 30, 1987, concentrated on maintaining all program components: (1) providing programming to address transition needs of youth, ages 18-21, with severe disabilities; (2) preparing youth for transition from school to work by offering assessment, job training, and follow-up support; (3) developing expanded on-the-job training and placement opportunities; and (4) developing and implementing a transitional support and advocacy program involving schools, agencies, employers, parents, and community resource networks.

Activities for Year 3 continued previous program components from Year 2. Among the major accomplishments which were achieved in the third project year were:

- 25 transition-age students received project services.
- 20 graduated/aged-out students received follow-up services.
- 6 paraprofessionals were trained to serve as job coaches.
- Project staff participated in professional conferences, workshops, and presentations.
- Project staff maintained continuing contact with Directors of Pupil Personnel Services in local school districts.

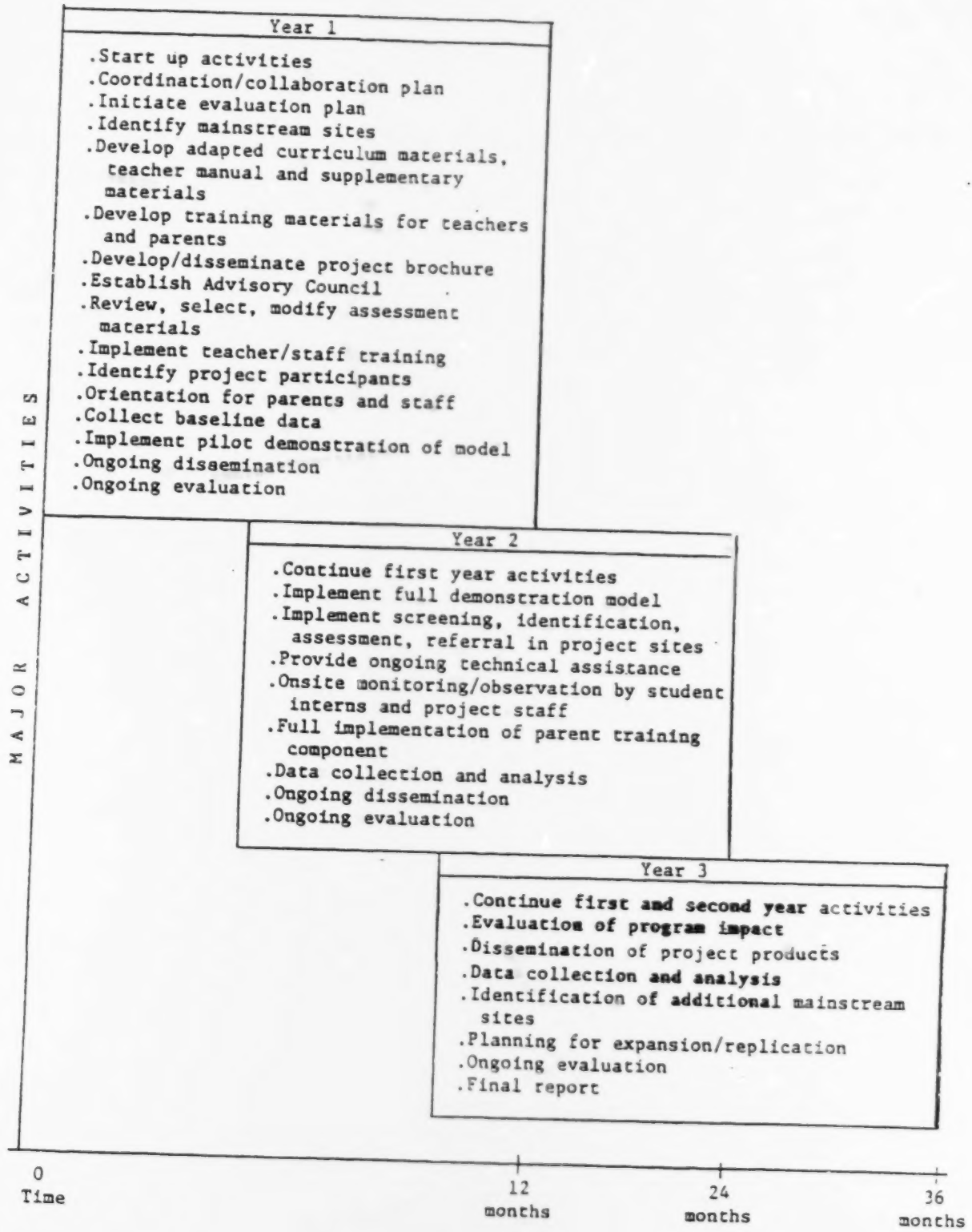
FIGURE 1

IMPLEMENTATION OF PROJECT OBJECTIVES AND ACTIVITIES

OBJECTIVES	ACTIVITIES
1. To provide programming to address vocational needs.	° A transition Program Guide was produced. ° Ecological inventories were developed. ° 13 paraprofessionals were trained to serve as job coaches. ° 4 series of 6 staff training sessions included 36 teachers. ° 9 vocational teachers attended a 4-day vocational in-service program. ° Assessment of staff training. ° Assessment of teachers attitudes.
2. To prepare youth for transition by offering assessment, job training, placement, and follow-up support.	° Pilot implementation: Curriculum was field-tested with 10 students who were assessed. Six students were trained in job skills and were provided employer intervention and parent counseling. ° An Advisory Task Force consisted of 21 agency, organizational institutional, and employer representatives. ° A 3-day vocational workshop was attended by 20 professionals. ° Vocational IEPS developed for 71 students (10 Year 1, 36 Year 2, 25 Year 3). ° 67 students (6 Year 1, 36 Year 2, 25 Year 3) were placed in jobs at minimum wage and were trained in skills needed to function independently and to succeed on the job. ° Employer intervention and parent counseling were conducted for all participants.
3. To develop expanded on-the-job training and job placement opportunities ...via an extensive inter-agency collaboration and advocacy effort with business and industry.	° Job development activities were conducted, and 81 potential placement sites were identified. ° The Nassau County Department of Parks and Recreation created two full-time positions leading to full benefits. ° Employers of project participants received awards. ° Linkages with business and industry were established and maintained. ° Ongoing continuing communication among OVR, agencies, business, and industry, project staff, and teaching staff were maintained.
4. To develop and implement a transition support and advocacy program involving schools, agencies, employers, parents, and community resource networks.	° All project participant students were registered with OVR. ° Continuing contact with Pupil Personnel Service in 56 Nassau County school districts was maintained. ° Parents of participants were provided training and support. ° Parents' attitudes were assessed. ° Ongoing dissemination activities were conducted. ° OMRDD funded a postsecondary grant providing graduated/aged-out students with supported work. ° Project staff participated in professional conferences, workshops, and presentations.

FIGURE 2

THREE-YEAR OVERVIEW



- Parents were provided training and support through general weekly meetings, individual planning sessions, and discussion groups.

- Attitudes of Year 3 parents, teachers, and employers were assessed and compared.

- Evaluation of program impact was conducted.

- Intensive dissemination activities were conducted.

D. Participants

The target population consisted of 290 youths, ages 18-21, who attended programs for the severely and profoundly mentally retarded, orthopedically disabled, and neurologically impaired offered by the Board of Cooperative Educational Services (BOCES) of Nassau County.

Project participants included 10 students in Year 1, 36 students in Year 2, and 25 students in Year 3. Transition support services were provided to 36 graduated/aged-out students in Year 3.

II. Project Results

A. Providing Programming

Objective 1 concerned the extent to which the project addressed transition needs of youth with severe disabilities, 18-21, by providing programming to meet their future needs for vocational, domestic, recreation/leisure, and community functioning. Providing programming to address transition needs for this population consisted of the following components:

1.1 Developing and implementing an ecologically-based curriculum and service delivery model.
1.2 Providing teacher training.
1.3 Preparing ecological inventories.
1.4 Identifying future functioning needs of each participant and providing individualized, age-appropriate, and ecologically-based training in natural sites.

Objective 1.1 concerned the development and implementation of an ecologically-based curriculum and service delivery model that addressed the future vocational, domestic, recreation/leisure, and community functioning transition needs of youth with severe disabilities.

Project COMPETE developed an ecologically-based curriculum and service delivery model to promote successful transition of students with severe disabilities from school to adult life and employment in integrated community settings. The curriculum and service delivery model were presented in the Project COMPETE Transition Program Guide. The guide included (a) guidelines for developing individualized education plans (IEPs) and individualized transition plans (ITPs), (b) a systematic

instructional plan, (c) a vocational curriculum, (d) daily living and recreation/leisure catalogs, and (e) data forms, information sheets, survey questionnaires, checklists, and other assessment instruments.

IEPs and ITPs together provided comprehensive information for each student and identified their educational and employment needs. IEPs and ITPs were developed with input from parents, students, school staff, and relevant adult services in the students' local communities.

A systematic instruction plan assisted teachers in planning effective instruction in natural environments. For each IEP/ITP objective, a learning activity was listed. Functional tasks which must be performed to successfully complete each learning activity were defined. Task analysis included a variety of types of skills required for successful performance: communication, functional, academic, and social interaction.

The Transition Program Guide described selecting appropriate methods of training (step chain or concurrent) and determining learning stages (fluency, maintenance, or generalization). Monitoring and assessment procedures included instructions for developing a behavior plan to determine whether interfering or aberrant behavior required special intervention. Intervention strategies included correction procedures (primed, modeled, indirect verbal, gestural and pictorial) and reinforcement patterns (time-based, response-based, continuous, intermittent, or variable).

Management strategies included a teacher management plan, staff planning activities, activities for students, a flow chart of procedures for instructional decision-making, assessment, and methods to determine need for and type of modification.

The Transition Program Guide provided guidelines for developing competitive, supported employment opportunities in integrated settings for on-the-job training and follow-along support of individual students. Steps involved in job development, student placement, job site training, and follow-along by job coaches were detailed.

Teachers' assessments of the Project COMPETE Transition Guide in Year 3 rated the Project COMPETE Transition Program Guide as excellent on 19 criteria, particularly: comprehensive content, clearly expressed educational philosophy, definition and explanation of technical terms, references for further program development, definition of student function and consequent modes of instruction, variations in approach, relevant examples and demonstrations, identification of different student functioning and performance levels, assessment of student needs and interests, and appropriate evaluation materials (Table 1).

Objective 1.2 concerned the provision of teacher training.

Thirty-six teachers were trained in Year 1. Analysis of assessments by teachers (reported in the Year 1 Evaluation Report) found that workshop objectives were achieved, teachers were satisfied with the workshops, and teachers believed they had achieved levels of competency. It was determined that teacher training had been effective.

Four aides were hired and trained to serve as job coaches in Year 1, seven in Year 2, and six in Year 3. Job coaches were introduced to Project COMPETE staff and were provided information concerning the project's history and development. Training included a tour of the school and program facilities, as aides learned how the model was implemented. New job coaches spent up to two days observing project activities, becoming acquainted with the students, observing other job coaches, conducting on-the-job trainings at each of the job sites, and learning procedures for completion and maintenance of forms (Appendix A).

Job coaches were continuously monitored. They met individually with the project coordinator on numerous occasions as warranted by the need to share or exchange information. In addition, the project coordinator scheduled monthly meetings with the job coaches. In Year 3, group meetings were held October 20, Nov. 17, Dec. 10, Jan. 14, Feb. 24, March 24, April 10, May 26, and July 1. (In June, in place of a group meeting, the project coordinator met formally with each job coach individually.)

Objective 1.3 concerned the preparation of ecological inventories.

The ecological daily living and recreation/leisure catalogue included listings by town of vocational, residential and recreational facilities which may serve as settings for pursuing various activities. The guide identified a total of 140 potential employers of persons with severe disabilities: 81 in Year 1, 25 in Year 2, and 34 in Year 3. Other listings included local parks, museums, theaters, art workshops, libraries, agencies, playgrounds, schools, sports and health clubs, dance studios, beaches, community residences, etc. The catalogue included a listing of age-appropriate, functional, norm-referenced activities which were to be used for selecting objectives and for establishing training priorities for individual students. The inventories were intended for use by teachers and parents to facilitate successful transition to a postschool adjustment within the community.

Teachers' assessments of the ecological daily living and recreational/leisure inventories in Year 3 found that three-fourths of the teachers' rated the inventories "very good," and one-fourth of the teachers rated the inventories "excellent."

Objective 1.4 concerned teacher identification of the functioning needs of each participant, along with provisions for individualized age-appropriate, community-referenced, and ecologically-based training in the natural environment sites.

Future functioning needs were identified and provisions for individualized training were established for 10 program participants in Year 1, 36 in Year 2, and 25 in Year 3. Assessment methods followed a 3-part procedure which included student observations, parent interviews, and teacher judgments. A job-student match was developed for each student by analyzing the requirements of the job and matching these to the results of the student assessments (Appendix B).

B. Offering Assessment, Job Training, Placement and Follow-up. Objective 2 concerned the extent to which youth with severe disabilities were prepared for transition from school to work by offering assessment, job training, placement, and follow-up support. Preparation for transition consisted of the following:

2.1 Providing participants with training in skills needed to function and succeed independently on the job.
2.2 Providing participants with on-the-job training in realistic work-settings and at specific job sites.
2.3 Providing follow-up support to those participants placed in employment.

Objective 2.1 concerned the provision of training in the skills needed to function independently and to succeed on the job.

Training in skills needed to function independently and to succeed on the job was provided to 10 students in Year 1, 36 students in Year 2, and 36 students in Year 3. Students learned various skills including making lunch independently, using public transportation, crossing a low traffic intersection, performing a sequence of job tasks independently, walking to and from work independently, and depositing a paycheck.

Objective 2.2 concerned the provision of on-the-job training in realistic work settings and at specific job sites.

Over the summer of 1986, Project COMPETE provided on-the-job training to 6 students (including 1 continued from the 1985-86 school year). After Year 1, the decision was made to use the 6-week summer period exclusively for job development, because the time was too brief for effective training. Thirty-six students were placed in jobs at minimum wage in Year 2, and 21 students in Year 3.

Employment sites were accessible to public transportation or within walking distance from students' homes. More than half the participants were placed at fast food or family restaurants (Table 2). Students' jobs were varied, including maintenance, office work, and food preparation. One-third of the jobs, entailed lobby and/or service area cleanup (Table 3).

After individualized goals were set, students received on-site training in travel and job skills at their places of employment for a total of 685 days in Year 2 and 699 days in Year 3 (Table 4).

Termination of students' employment occurred for various reasons. Of the fourteen jobs which were terminated in Year 2, eight terminations were attributed to inadequate or inappropriate job performance, as were two of the nine jobs which were terminated in Year 3. Other reasons for job terminations included job upgrading, health problems, unavailability of a job coach, and workshop placements (Table 5).

Ratings of students' performance by job coaches found that students performed well on dependability, appearance, attitude, initiative, ability to relate to others, learning ability, safety habits, versatility, and physical requirements (Tables 6, 7). Disabled student-employees received highest performance ratings in the following:

- Punctual
- Makes presence known to supervisor
- Grooming
- Appropriate dress
- Personal hygiene
- Takes pride in assigned job(s)
- Begins work independently
- Resumes work immediately after break
- Relates well to supervisor
- Relates well to co-workers
- Accepts constructive criticism
- Relates well to customers/public
- Works without reassurance
- Does not often ask for help
- Attention span
- Follows oral instructions
- Ability to follow models
- Retention capability
- Handles materials and equipment safely
- Observes work site rules
- Adapts to changing situations
- Sustains light work
- Sustains moderate work

Objective 2.3 concerned the provision of follow-up support to participants who were placed in employment.

Project COMPETE provided follow-up support and intervention to 7 graduates of the pilot implementation, 5 who were employed and 2 who were seeking employment. The Office of Vocational Rehabilitation (OVR) assumed the responsibility of providing job coaches to 1985-86 graduates. In Year 3, Project COMPETE provided follow-up support and intervention to 21 graduated/aged-out participants through a grant from the Office of Mental Retardation and Developmental Disabilities (OMRDD). (The parents

of six graduated/aged out students preferred placement of their sons and daughters in a sheltered workshop.)

The jobs of nearly one-half of the employed graduated/aged out students included lobby duty, e.g., cleaning trays, wiping tables and chairs, sweeping the floor, refilling condiment, napkin, and straw dispensers. Three worked as porters/maintenance workers or dishwashers, respectively; and 2 worked as bakery assistants. One graduated/aged out student worked at each of the following: filling orders, collecting carts, assisting with shampoos, providing food service, and performing clerical tasks (Table 8).

Of 21 students who graduated/aged-out of the project, 5 worked 30 hours or more each week. The working hours of a sixth graduate were extended to 30 hours and then cut back when this proved too long a working day.

Four graduated/aged-out students worked 5 days a week, 4 hours a day for a total of 20 hours. Five graduated/aged-out students worked less than 20 hours a week. Three volunteered time at a second job or joined a recreational program. Two did not want to add to their current obligations. Another declined to work additional hours because he would have become ineligible for social security income.

Regardless of their preferences, it would have been impossible to extend the working hours of 9 graduated/aged-out students at their current placement sites. In consonance with the wishes of their parents, no attempt was made to relocate these project participants at a full-day employment site.

Project staff provided 1,842 hours of follow-up support to graduates between October and June of 1986-7. This support was provided in the form of follow-up (887 hours), family counseling (460 hours), job training (369 hours), job development (115 hours), and travel-training (15 hours) (Table 9).

C. Interagency Collaboration and Advocacy

Objective 3 concerned the development of expanded job training and job placement opportunities for disabled youth coming out of school via an extensive interagency collaboration and advocacy effort with business and industry.

Collaboration is a key factor in an intervention system which seeks to facilitate the sharing of professional expertise and experience, to increase the scope of service delivery, to enhance visibility of each component, and to reduce costs and duplication of effort. Project COMPETE emphasized the importance of collaboration between community and school, business, labor, industry, and government. Development of expanded job training and job placement opportunities consisted of the following components:

3.1 Significantly increasing the number of students who are recommended for placement in competitive employment.
3.2 Significantly increasing the number of students who are placed in employment upon graduation/aging-out of school.
3.3 Significantly increasing the number of students who are placed in employment who receive follow-up support and intervention while on the job.

Objective 3.1 concerned the increase in the number of students recommended for placement in competitive employment.

Of the students who graduated from Nassau BOCES programs between 1979 and 1983, 11% were recommended for competitive employment and 70% were recommended for sheltered employment. The class of 1983 was the last group of graduates from the three Nassau BOCES programs that served youth with severe disabilities prior to this project. Three students from the class of 1983 were recommended for placement in competitive employment. In 1986, Year 2 of the project, 36 of 48 graduates were recommended and placed in competitive employment. In 1987, 22 of 34 graduates were recommended and placed in competitive employment.

Objective 3.2 concerned the increase in the number of students placed in employment upon graduation/aging-out of school.

In 1983, prior to Project COMPETE, few graduates were placed in competitive employment. Of the 10 students who were placed in supported competitive employment in Year 1, 4 currently hold the same job, three are employed at a different job, two were placed in a sheltered workshop, and one graduate was placed in an occupational day center. Of 48 graduates in 1986, 36 were recommended and placed in competitive employment. Of 34 graduates in 1987, 22 were recommended and placed in competitive employment. This represents a substantial increase in the number of graduates who have been placed in competitive employment.

Objective 3.3 concerned the increase in the number of students who are placed in employment and receive follow-up support and intervention while on the job.

Project COMPETE provided follow-up support and intervention to 5 employed graduates of the pilot implementation, and also to 2 graduates who were seeking employment. OVR provided job coaches to 1985-86 graduates. In Year 3, Project COMPETE provided follow-up support and intervention to 21 graduated/aged-out participants through an OMRDD grant. (Objective 2.3, p. 8.)

Employers of graduated/aged-out students rated the amount of time that the employee with severe disabilities demonstrated various social and behavioral skills. Graduated/aged-out students demonstrated desirable social and behavioral skills (Table 10). Skills which that were consistently demonstrated by all the graduated/aged-out students included:

- Respects property of others
- Appropriate personal hygiene
- Appropriate dressing and grooming
- Cooperates with others
- Courteous to others
- Says "Hello," "Good-by,""Please," "Thank You" appropriately
- Follows rules
- Friendly
- Considerate of others

Graduated/aged out students received positive ratings on all the social and behavioral skills which were assessed. The lowest (but still positive) ratings that they received in social and behavioral skills were on the following:

- Asks for assistance when appropriate
- Appropriate sense of humor
- Copes with problems and new situations appropriately
- Shows initiative
- Remains calm under stress
- Expresses displeasure appropriately

According to employers, graduated/aged-out students' were almost always punctual, maintained good attendance, took meals and breaks appropriately, and maintained a good appearance. Employers were positive, albeit to a lesser extent, re: the consistency of these employees in attending to job tasks, their favorable performance in comparison with other workers, and the ease of communication with these employees (Table 11).

Employers' appraisal of overall job proficiency of the graduated/aged-out students indicated that approximately one-fourth of the employees performed "much better than satisfactory," one-fifth performed "somewhat better than satisfactory," and approximately two-fifths performed "satisfactory." Approximately one-fifth of the employees needed some improvement. Overall proficiency as a group was midway between "satisfactory" and "somewhat better than satisfactory" (Table 12).

Employers reported that one-half of the graduated/aged-out students performed independently on-the-job 100% of the time. Only 2 of the graduated/aged-out students required assistance more than 50% of the time on the job (Table 13).

Objective 3.4 related to clients', parents', and employers' satisfaction with the program.

Based on students' willingness to participate in the program, to learn necessary skills, and to strive for achievement of on-the-job training goals, it was presumed that students were satisfied with the program's purposes and processes.

Parents were satisfied with aspects of the school program designed to prepare youngsters for employment (4.0 overall mean

rating on a 5-point scale). Ratings were lower in Year 1 and higher in Years 2, and 3 of the project (3.9, 4.4, and 4.6, respectively) indicating that Year 2 and Year 3 parents were more satisfied than Year 1 parents (Table 14).

Parents and employers completed surveys designed to assess their satisfaction with specific aspects of Project COMPETE. Analysis of ratings by 15 parents (Table 15) and 8 employers (Table 16) indicated that both groups were satisfied with assessed criteria including: assessment, training methods, opportunities for input and participation, philosophy, and individualization. Employer ratings of the overall effectiveness of Project COMPETE on a 3-point scale (adequate, good, excellent), resulted in a mean rating of 2.5 (sd .5), or between good and excellent.

It was hypothesized that successful implementation was associated with development of positive attitudes on the part of teachers, parents, and employees toward employment for people with severe disabilities. Surveys of parents, teachers, and employers were conducted to determine their attitudes towards training and employment for people with severe disabilities. Parents were surveyed each year so that the attitudes of parents of changing groups of project participants could be assessed. Teachers were surveyed in Year 1 and Year 3 only, pre-implementation and post-implementation. Employers were surveyed in Year 3 only so as not to prejudice employers against the project and/or the population.

Parents believed that people with severe disabilities have a right to competitive employment, that training for competitive employment is justified for people with severe disabilities, that integration of people with severe disabilities into competitive work sites will improve their acceptance by the community, and that co-workers benefit when people with severe disabilities are integrated into places of employment. Attitudes between parents in Year 1, Year 2, and Year 3 were stable, with the exception that Year 2 parents thought that people with severe disabilities were more likely to be management problems in competitive employment than in sheltered workshops (Tables 17, 18).

Teachers believed that training for competitive employment is justified for people with severe disabilities, that people with severe disabilities have a right to competitive employment, that integration of people with severe disabilities into competitive work sites will improve their acceptance by the community, that co-workers benefit when people with severe disabilities are integrated into places of employment, that people with severe disabilities would be more productive if they were integrated into competitive employment settings, and that people with severe disabilities can learn to lead normal lives. Attitudes between teachers in Year 1 and Year 3 were similar, with the exception that Year 3 teachers were particularly strong in their belief that training for competitive employment is justified for people with severe disabilities (Table 19).

Comparison of attitudes of Year 3 parents, teachers, and employers found a number of differences between the groups. All believed that training for competitive employment is justified for people with severe disabilities; teachers believed this more strongly than parents or employers. All believed that co-workers benefit when people with severe disabilities are integrated into their places of employment; teachers believed this more strongly than parents. Teachers were more adverse than parents or employers to placing people with disabilities in sheltered workshops. Teachers believed that people with severe disabilities might function on the level of co-workers; however, parents and employers did not agree. Teachers believed more strongly than employers that people with severe disabilities were not an impediment to the productivity of co-workers (Table 20, 21).

Parents of Project COMPETE students were surveyed in Years 1, 2, and 3 to assess their opinions regarding appropriate types of training for persons with severe disabilities, and to identify interests and concerns of persons with severe disabilities as they consider employment. Parents believed that job simulation, practicing different tasks at the center, on-the-job training in the community, and subcontract work all were extremely appropriate types of training for people with severe handicaps (Table 22). There were no differences between means of Year 1, Year 2, and Year 3 parents (Table 23).

Parents believed that increased sense of independence, possibility for increased social contact, and job satisfaction were extremely important interests to persons with severe disabilities as they considered employment. Also important were increased freedom for parents and gaining of additional income. Other considerations which parents thought were of interest included self-respect, acceptance in the community, ability to care for oneself, personal adjustment within the community, and enjoyment of life (Table 24). There were no differences between Year 1, Year 2, and Year 3 parents (Table 25).

Parents believed that extremely important concerns to persons with severe disabilities as they consider employment included the possibility of mistreatment by co-workers, unavailability of appropriate jobs, and difficulty of getting to and from work. Also considered important were frustration that may be experienced by the disabled employee, loss of government benefits, and lack of quality training for a job. Other considerations which parents indicated as potential concerns to people with severe disabilities as they considered employment were: stress, maintaining a job, and personal safety (Table 26). There were no differences between Year 1, Year 2, and Year 3 parents (Table 27).

Parents indicated rising expectations regarding the future placements of their sons or daughters after graduation. Although there were fluctuations over the three years of the project, one-half of the parents overall expected that their son's or

daughter's future placement would be in competitive employment in the community. One-third of the parents expected future placement to be to a sheltered workshop, and one-tenth expected future placement to be occupational day care training or treatment center (Table 28).

D. Transitional Support and Advocacy

Objective 4 concerned development of a transitional support and advocacy program involving schools, agencies, employers, parents, and community resources. Development of a transitional support and advocacy program included the following components:

4.1 Providing ongoing transition services.
4.2 Providing information workshops and referral information.
4.3 Providing onsite follow-up and support for students placed in work-settings.
4.4 Providing ongoing information and advocacy.

Objective 4.1 concerned the provision of ongoing transition services including assessment and career/life planning, and identification of individual transition needs.

Assessment, career/life planning, and identification of individual transition needs were provided to each of 10 students who had participated in the Summer 1985 pilot implementation, to 36 graduates in 1986, and to 25 graduates in 1987.

Objective 4.2 concerned the provision of referral information to participants and their families.

For the first time, all graduates of the Nassau BOCES programs for students with severe disabilities registered with OVR. This was considered a highly positive accomplishment, particularly as it demonstrated a high level of interagency cooperation.

Linkages with business and industry, government, and community are essential for development of a comprehensive referral network to smooth the transition process and assure continuation of concerned service to persons with severe disabilities after they leave the relative security of BOCES. To this end, the project coordinator served as a member of the resource committee for a federally-funded grant, "The Role of Parents in the Transition Process," implemented by Human Resources and Abilities, Inc. in Albertson, New York.

Project COMPETE joined the Nassau Placement Network and Nassau County Transitional Planning Network (NCTPN), seeking to develop a job bank for persons with severe disabilities and advocating for the employment of persons with severe disabilities as a cost-effective management strategy. Project COMPETE was involved, also, with efforts of the Long Island Coalition for Full Employment (based at Adelphi University) which developed a job bank. Project COMPETE participated, also, in activities conducted by the Nassau Youth Bureau of Transportation addressing problems associated with transportation issues.

Objective 4.3 concerned the provision of on-site follow-up and support to students placed in work settings, to help the students succeed in and maintain their placements.

All program graduates registered with OVR. In Year 2, Project COMPETE provided follow-up and support to 7 graduates of the pilot implementation; 5 who were employed and 2 who were seeking employment. In Year 3, a postsecondary program funded by the Office of Mental Retardation and Developmental Disabilities and implemented by the Nassau BOCES Division of Special Education continued on-the-job training for 21 graduated/aged-out students.

Objective 4.4 concerned the provision of ongoing information and advocacy throughout the transition period.

Advocacy activities conducted by project staff, the Advisory Council, and BOCES personnel sought to sensitize employers and employees to hiring/working with persons with severe disabilities. Advocacy activities focused on reducing employer discrimination, sensitizing other employees within the job site, providing assistance to employers, increasing job opportunities, and disseminating project results.

General discussion and "rap group" meetings were scheduled to allow parent interchange on issues of mutual concern and interest. Meetings provided opportunity to distribute current journal articles and other printed matter relevant to issues of community living, support employment, and transition legislation. The project coordinator attended all parent group meetings at the junior high school/high school levels where she presented grant updates.

Parent meetings, held twice a month in both morning and afternoon sessions, provided occasion for discussion of numerous topics by invited experts. Topics included:

- Nassau County supportive services
- Hostels (ACLD, AHRC, Catholic Charities)
- Sexuality
- SSI, wiils/trusts, guardianship (Long Island Advocacy Center)
- Supported work
- Role of OVR
- Travel, social concerns
- Day treatment services (Project READDY, EPIC Center)
- Job coaches
- Inappropriate behavior

Parents of graduates formed small discussion groups, and individual sessions were arranged upon request.

A collaboration with Long Island University/C.W.Post Campus offered training to both parents and professionals through a workshop which was directed by Dr. Lou Brown, Professor, Department of Rehabilitation, Psychology, and Special Education,

University of Wisconsin, Madison and a nationally-known contributor to the conceptualization and implementation of transition programming. The workshop focused upon systematic instruction in the classroom for persons with severe disabilities and the supported work model.

The Task Force provided advocacy for Project COMPETE within the business and industrial community. Cooperation with the business and industrial community was essential as employers must be willing to hire persons with severe disabilities, to provide supervision, and to provide input to project staff regarding the ability of the employee to function in the job setting. One important accomplishment of Project COMPETE in the area of advocacy was establishment of two civil service jobs complete with benefits for Project COMPETE students through the Nassau County Parks and Recreation Department.

At the graduation ceremonies, Project COMPETE presented awards to selected employers of students with severe disabilities. Employers who were awarded represented a variety of job sites, in effect highlighting the varying abilities of program participants.

In addition to reducing employer discrimination, sensitizing other employees within the job site, providing assistance to employers, and increasing job opportunities, advocacy involved dissemination of project results. To this purpose, the project coordinator and staff attended six conferences, made eight presentations, served on five committees, and provided technical assistance to four agencies (Appendix C).

F. Plans for continuation

Project COMPETE succeeded in developing secondary and transitional postsecondary programming for training youth with severe disabilities in skills necessary to achieve a successful transition from school to vocational opportunities in their communities. The project trained 36 teachers and 13 paraprofessionals and provided 71 students with on-site training in travel and job skills. Eighty-one potential placement sites were identified, and linkages with business and industry was established and maintained. Project COMPETE established a transition support and advocacy program involving schools, agencies, employers, parents, and community resource networks.

The Division of Special Education of Nassau BOCES will continue to train transition-age students with severe disabilities in natural environments and to provide intensive on-the-job training and support in actual work settings. Nassau BOCES will continue to provide both teachers and parents with training and support, familiarizing them with the ecologically-based, community-referenced, age-appropriate curriculum and innovative teaching strategies. Also, Nassau BOCES will continue to conduct extensive job development and advocacy via interagency collaboration.

G. Summary and Conclusions

Project COMPETE attained each of its stated objectives. These included:

- providing programming which addresses future functioning needs,
- offering assessment, job training, placement, and follow-up support,
- developing expanded on-the-job training and job placement opportunities, and
- developing and implementing a transition support and advocacy program.

The model demonstration showed that, with appropriate training methodologies, youth with severe disabilities can achieve a successful transition from school to the world of work. Project COMPETE's intervention increased the percentage of students recommended for placement in competitive jobs and, through ongoing intervention and support during the critical first year after graduation, enabled a majority of the students who were recommended for placement to achieve a successful transition to the world of work.

As a result of their experience in the Project COMPETE model demonstration, project staff made certain observations which have been incorporated into planning for and implementation of the supported employment training model at Nassau BOCES. These observations are noted for the benefit of readers.

The Job-Student Match process was developed to match a student with an appropriate job by identifying job requirements and student abilities. Although theoretically sound, the process did not work in practice because in many cases students did not have access to the job sites which were considered most appropriate. If an appropriate job were inaccessible, the decision was made to train the student in a less appropriate, but more accessible, job.

Parents' cooperation in regard to transportation was essential. A number of job situations were located in highly trafficked areas, transforming even a short walk or a direct bus ride into a potentially dangerous situation.

The position of job coach required an individual who was flexible because the schedule varied weekly depending on the days that students worked, the extent to which they required supervision, and job requirements. Also, because the job coach must accompany a student from his or her home to the job, and back again to the home, and must also report to the school on a daily basis, the job coach must have access to an automobile and a willingness to do the necessary traveling. Generally, the persons who served as job coaches were mothers of school-age children.

The project was highly dependent upon the judgment of the job coaches as they must know when and how to phase out supervision. Effective training and monitoring of job coaches was critical.

A problem which existed in extending part-time jobs to full-time jobs was partially attributed to the fact that students could not maintain their energy levels beyond one month. Project staff believed that, if employment training were started when students were younger, students would build up both their stamina and their desire to work by the time they achieved transition-age.

Students were accustomed to having things "handed" to them. They were content to remain home and watch television. Parents were unwilling to urge their children to work full days, even though their children were capable of working. The project staff believed that parental resistance towards obligations and/or responsibilities placed upon their youngsters was an expression of overprotectiveness.

It was unrealistic to expect that parents who have had no expectations for their youngsters would suddenly develop expectations; or that students who were never responsible for anything would want responsibilities. A project such as COMPETE cannot succeed if parents are unwilling to support project goals and if students are unwilling to accept responsibility. Project staff recommended that parent education, and student education as well, begin when students are in junior high or even elementary school.

The preliminary comprehensive assessment assessed skills, but not attitudes of transition-age students. It seemed that all students were able to learn skills; it was their attitudes which were crucial to success on the job. It was not possible to assess attitudes prior to placement, and thus impossible to predict which youngsters would succeed on-the-job. Because of this inability to predict success, project staff supported the concept of "zero-reject" in which all students, regardless of apparent functioning level, would have an opportunity to participate in on-the-job training.

That which was interpreted by employers as "attitude" was defined by project staff as "ability to be flexible." For example: Students were taught to complete tasks which they had begun. In cases where an employer instructed a student to attend to a task which was necessary at that moment, the student found it difficult to interrupt the task with which he or she was currently occupied. Another example: when a student was told to take a break at a particular time, the student would not agree to postpone the break even for a few moments. Thus, in cases where a store was unusually busy at break-time, the student will walk off the job for his or her break, despite direct instructions to the contrary. In one case such an action led to a job termination.

Employers must be educated to understand that the students are very concrete in their thinking. Students must be told precisely what is expected of them and in terms which can be rigid. For example, students should not be told, "Take a ten-minute break at 1:00 P.M." Instead, they should be told, when appropriate, "Take a break now. Have a drink, use the bathroom, and return to your post."

We told employers that our students did not need special treatment. In one sense this wss true: our students must perform a task the same as any other employee in terms of their thinking processes (possibly even better). However, employers must be sensitive to students' limitations.

The entire process of training and the acceptance of supported employment as a viable option to persons with severe disabilities rests upon cooperation with the business and industrial community. Employers must be willing to learn about the needs of persons with severe disabilities and to meet those needs.

Feedback from real jobs have impact upon what teachers do in the schools in terms of the type of training provided to students and the emphasis which is placed upon development of various task skills and attitudes.

The thrust of this program was towards helping students to become independent. The project staff came to believe that this population will need support throughout their employed lifetimes. This belief was reflected in the recent establishment of the Bureau of Supported Work which provides regional representation for the New York State Office of Vocational Rehabilitation.

Appendix C

The project coordinator and staff attended the following conferences:

' Long Island Rehabilitation Association (LIRA) Conference, Marriott Hotel Uniondale. October 28-31, 1986.

' Workshop at Family Support Coalition, Syosset, NY. "Siblings of Handicapped Individuals." Nov. 20, 1986.

' Meeting of grant directors, Washington,DC . Dec. 2-4, 1986.

' Workshop at Family Support Coalition, Syosset, NY. "Improvement of Families with a Developmentally Disabled Member - Professional Strategies & Relationships That Promote Change." Dec. 18, 1986.

' Service Fair, Human Resources/School Districts, parents, agencies, Transition Planning Network Subcommittee. March 20, 1987:

' Workshop at Family Support Coalition, Syosset, NY. "Social and Recreational Activities/Programs for Individuals with Disabilities." May 21, 1987.

The project coordinator and staff made the following presentations:

. Spoke to business reps, agency reps on Long Island re:

supported work model at a conference sponsored by the Nassau County Placement Network. October 7, 1986.

. Northeast Research Association (NERA) Conference, Kerhonkson, New York. "Attitude survey of parents and teachers of students 17-21 with severe disabilities." October 29-31, 1986.

. Town of Hempstead. Handi-capable Fair. November 1, 1986.

. Spoke before Pupil Personnel staff at the Great Neck School District re: supported work model. November 19, 1986.

. Spoke before Pupil Personnel staff at the Oceanside school district re: supported work model. December 11, 1986.

. Spoke before Kiwanis Club of Mineola re: supported work and hiring students in Mineola area. January 19, 1987.

. Spoke before Pupil Personnel staff at Rockville Center re: supported work model. February 5, 1987.

. CEC conference, Chicago. Interagency networking. April 23, 1987.

The Project Coordinator served on numerous committees including:

- Nassau County Transitional Planning Network (TPN)
- Subcommittee of Transition Planning Network Conference Committee (planned conference for 56 school districts)
- Nassau County Placement Committee
- Subcommittee for Nassau County Placement Network (Employer Awards)
- BOCES Transitional Team (provided information to districts)

Technical Assistance was provided to the following agencies and individuals:

- Suffolk Child Center. Assisted with setting up supported work model for their OMRDD grant.
- Nassau Technological Center/Carle Place. Provided forms to their Special Needs Division.
- Karen Coco. Assisted in setting up a supported work model for a funded project serving the visually impaired.
- Ken Hobbs, District Director of Special Education, Schofield, Wisconsin and Coordinator of a federally funded supported work model, provided information regarding procedures and strategies.

TABLES 1 - 28

Table 1

Teachers' Ratings of Project COMPETE Curriculum

Criteria	Mean
Comprehensive content	5.0
Clearly expressed educational philosophy	5.0
Defined and explained technical terms	4.8
Included references for further program development	4.8
Defined student function and consequent modes of instruction	4.8
Variations in approach	4.8
Relevant examples and demonstrations	4.8
Identified different student functioning and performance levels	4.8
Assessed student needs and interests	4.8
Appropriate evaluation materials	4.8
Feedback for decision-making and follow-up	4.5
Identification of skills and knowledge mastered by students	4.5
Assessment in terms of student performance	4.5
Offers guidelines for decision-making	4.5
Appropriate training methods	4.5
Provided for parental input	4.5
Identified student strengths and weaknesses	4.3
Offered parents an opportunity for participation	4.3
Clear and organized format	4.3
	N = 4

Note. Rated on a 5-point scale from 1 (not at all) to 5 (excellent).

Table 2

Employers of Project Participants

Employers	Year 2	Year 3
Adelphi University	1	-
AHRC Vocational Training Center	-	3
Algerbet	1	-
Bellmore Library	1	-
Braberry Sales	1	-
Burger King	3	2
City of Long Beach	1	-
Daleview Nursing Home	1	-
Friendly's	6	1
McDonalds	7	6
Medi-Plus Associates	-	1
Merrick Library	1	-
Nathan's	1	-
Pizza Hut	1	1
Plander Lanes	1	-
C.W. Post Service	1	-
Rosemary Kennedy Food Service	-	2
Roy Rogers	3	3
Sock Factory Outlet	-	1
Syosset School District	-	2
Taco Bell	-	1
Uniondale Library	1	-
Veterans Bus Co.	1	1
Village of Rockville Center	1	-
Waldbaums	2	1
Winthrop Hospital	1	-
N =	36	25

Table 3

Jobs Held By Project COMPETE Students

Job	Year 2	Year 3
Lobby and service area cleanup	13	11
Maintenance	5	2
Trainee	-	6
Dishwasher	3	3
Library page	3	-
Food Server	4	-
Office worker	2	1
Bakery	1	-
Carts	1	-
General helper	1	1
Recreation aid	-	6
N =	36	26

Note. One student held two jobs.

Table 4

Number of Days of Job Training

Days	Year 2	Year 3
100-120	1	3
80- 99	1	-
60- 79	2	4
40- 59	4	2
20- 39	10	7
10- 19	14	2
1- 9	4	3
unspecified	-	8
N =	36	25

Table 5

Reasons for Termination of Employment

Reasons	Year 2	Year 3
Switched to another type of job	4	-
Poor attitude	3	3
Too slow	2	1
Health related	1	1
Didn't want to work	1	-
Took another's possessions	1	-
Poor attendance	1	-
Job coach unavailable	1	-
Parents wanted workshop placement	-	2
Summer camp	-	2
Parents wanted different placement	-	1
No cooperation from group home	-	1
Position terminated	-	1
N =	14	12

Table 6

Job Coach Ratings of Performance (Percentages)

Criteria	Excellent	Very Good	Good	Fair	Mean
Dependability					
Punctual	73%	20%	-	7%	3.6
Makes presence known to supervisor	50%	43%	-	7%	3.4
Appearance					
Grooming	73%	13%	7%	7%	3.5
Appropriate dress	67%	20%	13%	-	3.5
Personal hygiene	73%	13%	7%	7%	3.5
Attitude					
Takes pride in assigned job(s)	60%	27%	13%	-	3.5
Works steady even though may not like parts of job	20%	60%	20%	-	3.0
Initiative					
Begins work independently	57%	43%	-	-	3.6
Resumes work immediately after break	22%	67%	11%	-	3.1
Attempts to solve problems independently	7%	50%	43%	-	2.7
Seeks assistance to resolve problems	15%	55%	15%	15%	2.7
Ability to relate to supervisor					
Relates well to supervisors	26%	68%	7%	-	3.2
Accepts constructive criticism	27%	40%	33%	-	2.9
Ability to relate to co-workers					
Relates well to co-workers	26%	68%	6%	-	3.3
Accepts constructive criticism	33%	40%	20%	7%	3.0
Relates to others					
Customers/public	38%	54%	8%	-	3.3
Ability to work independently					
Works without redirection	13%	67%	20%	-	2.9
Works without reassurance	13%	73%	13%	-	3.0
Doesn't often ask for help	20%	73%	-	7%	3.1
Attention span	20%	67%	13%	-	3.1
Learning Ability					
Follows oral instructions	13%	73%	13%	-	3.0
Ability to follow models	13%	73%	13%	-	3.0
Retention capability	20%	67%	13%	-	3.1
Safety Habits					
Handles materials/equipment safely	33%	60%	7%	-	3.3
Observes work site rules	20%	73%	7%	-	3.1
Knows and follows procedures for accidents/emergencies	-	73%	27%	-	2.7
Versatility					
Adapts to changing situations with:					
Supervisors	20%	67%	7%	7%	3.0
Job Tasks	20%	67%	13%	-	3.1
Co-workers	13%	80%	7%	-	3.1
Physical Requirements					
Sustains light work	40%	53%	7%	-	3.3
Sustains moderate work	20%	73%	7%	-	3.1
Sustains heavy work	20%	73%	7%	-	2.5
Coordination	-	50%	50%	-	2.9

Table 7

Job Coach Ratings of Performance (Means and SDs)

Criteria	Mean	SD
Dependability		
Punctual	3.6	.83
Makes presence known to supervisor	3.4	.65
Appearance		
Grooming	3.5	.92
Appropriate dress	3.5	.74
Personal hygiene	3.5	.92
Attitude		
Takes pride in assigned job(s)	3.5	.74
Works steady even though may not like parts of job	3.0	.66
Initiative		
Begins work independently	3.6	.51
Resumes work immediately after break	3.1	.60
Attempts to resolve work related problems independently	2.7	.63
Seeks assistance to resolve work related problems	2.7	.95
Ability to relate to supervisor		
Relates well to supervisors	3.2	.56
Accepts constructive criticism	2.9	.30
Ability to relate to co-workers		
Relates well to co-workers	3.2	.56
Accepts constructive criticism	3.0	.93
Relates to others		
Customers/public	3.3	.63
Ability to work independently		
Works without redirection	2.9	.59
Works without reassurance	3.0	.54
Does not often ask for help	3.1	.70
Attention span	3.1	.59
Learning Ability		
Follows oral instructions	3.0	.54
Ability to follow models	3.0	.54
Retention capability	3.1	.59
Safety Habits		
Handles materials and equipment safely	3.3	.55
Observes work site rules	3.1	.52
Knows and follows procedures for accidents and emergencies	2.7	.46
Versatility		
Adapts to changing situations		
Supervisors	3.0	.76
Job Tasks	3.1	.59
Co-workers	3.1	.46
Physical Requirements		
Sustains light work	3.3	.62
Sustains moderate work	3.1	.52
Sustains heavy work	2.5	.55
Coordination	2.9	.27
	N = 15	

Note. Rated on a 5-point scale from 1 (needs improvement) to 5 (excellent).

Table 8

Jobs Held by Graduated/Aged-out Participants

Job Title	n
Lobby	6
Lobby and salad bar	3
Carter/maintenance worker	3
Dishwasher	3
Bakery assistant	2
Cart person	1
Assistant to shampoo person	1
Clerical aide	1
Packer	1
Office job	1
N = 22	

(3 in a sheltered workshop)

Table 9

Hours of Follow-up Support Provided

Support	Oct.-Dec.	Jan.-Mar.	Apr.-June	Total
Follow-up	341	265	281	887
Family counseling	156	157	147	460
Job training	0	108	261	369
Travel training	15	0	0	15
Job development	49	47	15	111
N =	561	577	704	1842

Table 10

Employers' Social and Behavioral Skills Assessment of Graduated/Aged-out Students

Skill	Yes	Uncertain	No	Mean Rating*
Respects property of others	100%	0%	0%	4.9%
Appropriate personal hygiene	100	0	0	4.8
Appropriate dressing and grooming	100	0	0	4.8
Cooperates with others	100	0	0	4.8
Courteous to others	100	0	0	4.7
Says "Hello," "Good-by,""Please," and "Thank You" appropriately	100	0	0	4.6
Follows rules	100	0	0	4.6
Friendly	94	0	6	4.6
Considerate of others	94	6	0	4.6
Completes tasks	94	0	6	4.4
Efforts to communicate are understood	100	0	0	4.4
Communicates with others	100	0	0	4.4
Follows rules	100	0	0	4.2
Accepts criticism	94	6	0	4.2
Engages in small talk	88	12	0	4.2
Demonstrates pride in work	88	0	12	4.2
Responds to customers appropriately	93	7	0	4.1
Follows-through on instruction	82	0	12	4.1
Apologizes when appropriate	76	24	0	4.1
Responds to coworkers appropriately	95	5	0	4.0
Willing to try new activities	71	29	0	4.0
Appropriate sense of humor	70	18	12	3.7
Shows initiative	70	6	24	3.6
Asks for assistance when appropriate	58	24	18	3.8
Copes with problems and new situations appropriately	53	41	6	3.6
Remains calm under stress	53	47	0	3.6
Expresses displeasure appropriately	53	29	18	3.4

N = 17

Note. Rated on a scale from 1 (almost always) to 5 (almost never).

Table 11

Employers' Evaluations of Graduated/Aged-Out Students

Performance	Almost Always	Usually	Not Often Enough	Never	Mean Rating*
Arrive and leaves on time	100%	0%	0%	0%	4.0
Maintains good attendance	91	9	0	0	3.9
Takes meals and breaks appropriately	91	9	0	0	3.8
Maintains good appearance	73	27	0	0	3.7
Performance compares favorably with other workers	36	46	18	0	3.2
Attends to job tasks consistently	27	36	27	0	3.1
Communication is effortless and untroublesome	18	64	9	9	2.9

N = 11

*Rated on a scale from 4 (almost always) to 1 (never).

Table 12

Employers' Overall Proficiency Ratings of Graduated/Aged-out Students

Appraisal	Percentage
Needs immediate improvement	0%
Needs some improvement	18
Satisfactory	37
Somewhat better than satisfactory	18
Much better than satisfactory	27

N = 11

Table 13

On-the-Job Independent Performance Levels for Graduated/Aged-Out Students

Levels	Frequency
100%	10
95%	1
90%	3
85%	1
75%	1
70%	1
50%	1
40%	1
30%	1

N = 20

Table 14

Analysis of Variance for Satisfaction of Year 1, 2, 3 Parents

Item	Source	df	SS	MS	F Ratio	Prob.
Satisfaction with the school program overall	Betw.Grps.	2	9.26	4.63	7.28	.001*
	Within	136	86.49	.64		
	Total	138	95.76			
Satisfaction with the school program in terms of preparing the child for employment	Betw.Grps.	2	19.64	9.82	11.602	.001*
	Within	135	114.25	.85		
	Total	137	183.88			

Table 15

Parents' Ratings of Project COMPETE

Criteria	Mean
Met needs of students	4.2
Met needs of parents	4.1
Appropriate training methods	4.1
Provided for parental input	4.1
Identified student strengths and weaknesses	4.1
Identification of skills and knowledge mastered by students	4.1
Assessment in terms of student performance	4.0
Clearly expressed educational philosophy	4.0
Identified different student functioning and performance levels	4.0
Assessed student needs and interests	4.0
Appropriate evaluation materials	3.9
Feedback for decision-making and follow-up	3.9
Offered parents an opportunity for participation	3.9
Reasonable performance expectations	3.9
Identified students' needs and interests	3.9

N = 14

Note. Items were rated on a 5-point scale from 1 (not at all) to 5 (excellent).

Table 16

Employers' Ratings of Project COMPETE

Criteria	Mean
Assessment of student needs and interests	4.4
Provided for employer input regarding student needs and abilities	4.4
Offered employers opportunity for participation	4.4
Feedback for decisionmaking	4.3
Appropriate training methods	4.3
Reasonable performance expectations	4.1

N = 8

Note. Items were rated on a 5-point scale from 1 (not at all) to 5 (excellent).

Table 17

Attitudes of Parents towards Training and Employment for People With Severe Disabilities

Item	Year 1	2	3	Total
Training for competitive employment is justified for people with severe disabilities.	4.1	4.4	4.0	4.1
Co-workers benefit when people with severe disabilities are integrated into their places of employment.*	3.9	4.0	3.4	3.8
Integrating people with severe disabilities into competitive work sites contributes to negative behavior patterns on the part of the non-disabled co-workers.	2.5	2.6	2.4	2.5
People with severe disabilities should go to sheltered workshops where people without disabilities are not co-workers.	2.6	2.4	2.4	2.5
People with severe disabilities would be more productive if they were integrated into competitive employment settings.	3.3	3.6	3.4	3.4
The presence of people with severe disabilities in a competitive work site impedes the productivity of co-workers.	2.5	2.2	2.1	2.4
People with severe disabilities may reach their potential but will never be able to function on the level of their co-workers.	3.2	3.2	3.2	3.2
People with severe disabilities should not be placed in sheltered workshops.	2.8	2.4	2.5	2.6
Integration of people with severe disabilities into competitive work sites will improve their acceptance by the community.	3.9	4.2	3.9	3.9
People with severe disabilities will feel inadequate in competitve work sites.*	2.9	2.6	2.4	2.7
People with severe disabilities have a right to competitive employment.	4.1	4.5	4.1	4.2
The integration of people with severe disabilities creates no major problem other than the need for additional support.	3.3	3.6	3.6	3.5
People with severe disabilities are more likely to be management problems in competitive employment than in sheltered workshops.	3.1	2.5	2.8	2.9
People with severe disabilities can learn to live normal lives	3.6	4.0	3.6	3.7
*sig. at .05 N =	87	33	28	48

Note. Rated on a 5-point scale from 5 (strongly agree) to 1 (strongly disagree)

Table 18

Analysis of Variance for Attitudes of Year 1, 2, 3 Parents

Item	Source	df	SS	MS	F Ratio	Prob.
Training for competitive employment is justified for people with severe disabilities.	Betw. Grps.	2	4.04	2.02	2.489	.087
	Within	141	114.45	.81		
	Total	143	118.49			
Co-workers benefit when people with severe disabilities are integrated into their places of employment.	Betw. Grps.	2	6.22	3.11	4.339	.015*
	Within	140	100.41	.72		
	Total	142	106.63			
Integrating people with severe disabilities into competitive work sites contributed to negative behavior patterns on the part of the non-disabled co-workers.	Betw.Grps.	2	2.02	1.01	1.027	.361
	Within	140	137.44	.98		
	Total	142	139.45			
People with severe disabilities should go to sheltered workshops where people without disabilities are not co-workers.	Betw.Grps.	2	.82	.41	.369	.693
	Within	139	154.67	1.11		
	Total	141	155.49			
People with severe disabilities would be more productive if they were integrated into competitive employment settings.	Betw.Grps.	2	1.39	.69	.685	.506
	Within	140	142.45	1.02		
	Total	142	143.85			
The presence of people with severe disabilities in a competitive work site impedes the productivity of co-workers.	Betw.Grps.	2	3.70	1.85	2.739	.068
	Within	141	95.24	.68		
	Total	143	98.94			
People with severe disabilities may reach their potential but will never be able to function on the level of their co-workers.	Betw.Grps.	2	.08	.04	.040	.961
	Within	136	132.01	.97		
	Total	138	132.09			
People with severe disabilities should not be placed in sheltered workshops.	Betw.Grps.	2	3.48	1.74	1.785	.172
	Within	140	136.37	.97		
	Total	142	139.85			
Integration of people with severe disabilities into competitive work sites will improve their acceptance by the community.	Betw.Grps.	2	.58	.29	.471	.625
	Within	140	86.97	.62		
	Total	142	87.55			
People with severe disabilities will feel inadequate in competitive work sites.	Betw.Grps.	2	5.59	2.79	3.494	.033*
	Within	140	112.07	.80		
	Total	142	117.66			
People with severe disabilities have a right to competitive employment.	Betw.Grps.	2	1.91	.95	1.995	.140
	Within	141	67.42	.48		
	Total	143	69.33			
The integration of people with severe disabilities creates no major problem other than the need for additional support.	Betw.Grps.	2	1.59	.79	.824	.441
	Within	136	130.86	.96		
	Total	138	132.45			
People with severe disabilities are more likely to be management problems in competitive employment than in sheltered workshops.	Betw.Grps.	2	8.32	4.16	4.334	.015*
	Within	136	130.60	.96		
	Total	138	138.92			
People with severe disabilities can learn to live normal lives.	Betw.Grps.	2	3.40	1.70	2.267	.108
	Within	134	100.50	.75		
	Total	136	103.90			

* sig. at .05.

Table 19

Attitudes of Year 1 and Year 3 Teachers Towards Training and Employment for People With Severe Disabilities

Item	Year 1	Year 3
Training for competitive employment is justified for people with severe disabilities. *	4.5	4.9
Co-workers benefit when people with severe disabilities are integrated into their places of employment.	4.1	4.3
Integrating people with severe disabilities into competitive work sites contributes to negative behavior patterns on the part of the non-disabled co-workers.	2.0	1.8
People with severe disabilities should go to sheltered workshops where people without disabilities are not co-workers.	1.8	1.4
People with severe disabilities would be more productive if they were integrated into competitive employment settings.	3.7	4.3
The presence of people with severe disabilities in a competitive work site impedes the productivity of co-workers.	1.9	1.7
People with severe disabilities may reach their potential but will never be able to function on the level of their co-workers.	2.6	2.1
People with severe disabilities should not be placed in sheltered workshops.	2.5	2.2
Integration of people with severe disabilities into competitive work sites will improve their acceptance by the community.	4.3	4.2
People with severe disabilities will feel inadequate in competitve work sites.	2.3	2.0
People with severe disabilities have a right to competitive employment.	4.5	4.6
The integration of people with severe disabilities creates no major problem other than the need for additional support.	3.1	3.1
People with severe disabilities are more likely to be management problems in competitive employment than in sheltered workshops	2.5	2.1
People with severe disabilities can learn to live normal lives	3.8	3.6
N=	31	10

*Sig. at .05.

Note: Rating scale on a 5 point scale from 5 (strongly agree) to 1 (strongly disagree)

Table 20

Attitudes of Year 3 Teachers, Employers, and Parents Towards Training and Employment for People With Severe Disabilities

Item	Teachers	Employers	Parents
Training for competitive employment is justified for people with severe disabilities.*	4.9	4.0	4.0
Co-workers benefit when people with severe disabilities are integrated into their places of employment.*	4.3	3.9	3.4
Integrating people with severe disabilities into competitive work sites contributes to negative behavior patterns on the part of the non-disabled co-workers.	1.8	2.2	2.4
People with severe disabilities should go to sheltered workshops where people without disabilities are not co-workers.*	1.4	2.1	2.4
People with severe disabilities would be more productive if they were integrated into competitive employment settings.	4.3	3.8	3.5
The presence of people with severe disabilities in a competitive work site impedes the productivity of co-workers.*	1.7	2.5	2.1
People with severe disabilities may reach their potential but will never be able to function on the level of their co-workers.*	2.1	3.0	3.3
People with severe disabilities should not be placed in sheltered workshops.*	2.2	3.2	2.5
Integration of people with severe disabilities into competitive work sites will improve their acceptance by the community.	4.2	3.8	3.9
People with severe disabilities will feel inadequate in competitve work sites.	2.0	2.2	2.4
People with severe disabilities have a right to competitive employment.	4.6	4.3	4.1
The integration of people with severe disabilities creates no major problem other than the need for additional support.	3.1	3.8	3.5
People with severe disabilities are more likely to be management problems in competitive employment than in sheltered workshops.	2.1	2.5	2.8
People with severe disabilities can learn to live normal lives	3.6	4.3	3.6
N=	10	13	27

*sig. at .05.

Note. Rating scale on a 5 point scale from 5 (strongly agree) to 1 (strongly disagree)

Table 21

Analysis of Variance for Attitudes of Year 3 Teachers, Employers, and Parents

Item	Source	df	SS	MS	F Ratio	Prob.
Training for competitive employment is justified for people with severe disabilities.	Betw. Grps.	2	6.21	3.12	3.469	.039*
	Within	49	43.87	.89		
	Total	51	50.08			
Co-workers benefit when people with severe disabilities are integrated into their places of employment.	Betw. Grps.	2	6.63	3.32	3.318	.045*
	Within	48	47.96	.99		
	Total	50	54.59			
Integrating people with severe disabilities into competitive work sites contributed to negative behavior patterns on the part of the non-disabled co-workers.	Betw.Grps.	2	2.55	1.28	1.418	.252
	Within	49	44.12	.90		
	Total	51	48.67			
People with severe disabilities should go to sheltered workshops where people without disabilities are not co-workers.	Betw.Grps.	2	6.07	3.03	3.469	.039*
	Within	48	41.97	.87		
	Total	50	48.04			
People with severe disabilities would be more productive if they were integrated into competitive employment settings.	Betw.Grps.	2	4.93	2.41	2.960	.062
	Within	47	39.15	.84		
	Total	49	44.08			
The presence of people with severe disabilities in a competitive work site impedes the productivity of co-workers.	Betw.Grps.	2	4.04	2.02	4.118	.022*
	Within	49	24.02	.49		
	Total	51	28.06			
People with severe disabilities may reach their potential but will never be able to function on the level of their co-workers.	Betw.Grps.	2	9.77	4.89	5.564	.007*
	Within	48	42.15	.88		
	Total	50	51.92			
People with severe disabilities should not be placed in sheltered workshops.	Betw.Grps.	2	6.09	3.05	3.635	.034*
	Within	48	40.26	.84		
	Total	50	46.35			
Integration of people with severe disabilities into competitive work sites will improve their acceptance by the community.	Betw.Grps.	2	.84	.42	.609	.548
	Within	49	33.98	.69		
	Total	51	34.83			
People with severe disabilities will feel inadequate in competitive work sites.	Betw.Grps.	2	1.23	.62	.988	.380
	Within	49	30.52	.62		
	Total	51	31.75			
People with severe disabilities have a right to competitive employment.	Betw.Grps.	2	1.89	.95	2.120	.131
	Within	49	21.86	.45		
	Total	51	23.75			
The integration of people with severe disabilities creates no major problem other than the need for additional support.	Betw.Grps.	2	2.88	1.44	1.576	.217
	Within	48	43.76	.91		
	Total	50	46.63			
People with severe disabilities are more likely to be management problems in competitive employment than in sheltered workshops.	Betw.Grps.	2	3.26	1.63	2.02	.144
	Within	49	39.44	.81		
	Total	51	42.70			
People with severe disabilities can learn to live normal lives	Betw.Grps.	2	4.64	2.32	2.857	.088
	Within	46	37.32	.81		
	Total	48	41.96			

* sig. at .05.

Table 22

Appropriateness of Training

Type of Training	Year 1	2	3	Total
Job simulation	3.7	3.7	3.8	3.6
Practicing different tasks at the center	3.7	3.5	3.3	3.4
On-the-job training in the community	3.6	3.8	3.8	3.6
Subcontract work	3.3	3.6	3.3	3.4
N=	87	33	28	148

Note. Rating scale on a 4 point scale from 4 (extremely appropriate to 1 (extremely inappropriate).

Table 23

Analysis of Variance for Ratings of Appropriateness of Type of Training

Item	Source	df	SS	MS	F Ratio	Prob.
Job simulation	Betw.Grps.	2	.63	.32	.839	.434
	Within	143	54.10	.38		
	Total	145	54.74			
On-the-job training at locations in the community	Betw.Grps.	2	2.73	1.36	2.290	.105
	Within	143	85.09	.59		
	Total	145	87.82			
Practicing different tasks at the center	Betw.Grps.	2	.32	.16	.261	.770
	Within	143	88.19	.61		
	Total	145	88.52			
Subcontract work	Betw.Grps.	2	1.93	.97	2.036	.134
	Within	143	67.88	.48		
	Total	145	69.82			

Table 24

Importance of Interests in Considering Employment

Item	Year 1	2	3	Total
Increased sense of independence	3.8	3.7	3.9	3.8
Job satisfaction	3.8	3.8	3.8	3.8
Possibility for increased social contact	3.7	3.5	3.6	3.7
Increased freedom for parents	3.3	3.3	3.3	3.3
Gaining of additional income	3.1	3.1	2.9	3.0
N=	87	33	28	148

Note. Based on a 4 point scale from 4 (extremely appropriate) to 1 (extremely inappropriate).

Table 25

Analysis of Variance of Ratings of Interests to People With Severe Disabilities as They Consider Employment by Year 1, 2, 3 Parents

Item	Source	df	SS	MS	F Ratio	Prob.
Increased sense of independence	Betw.Grps.	2	.65	.32	1.067	.347
	Within	143	43.36	.30		
	Total	145	44.01			
Job satisfaction	Betw.Grps.	2	.05	.03	.093	.911
	Within	143	40.37	.28		
	Total	145	40.42			
Possibility for increased social contact	Betw.Grps.	2	1.15	.57	1.478	.231
	Within	144	55.85	.39		
	Total	146	57.00			
Increased freedom for parents	Betw.Grps.	2	.08	.04	.073	.930
	Within	143	78.03	.55		
	Total	145	78.11			
Gaining of additional income	Betw.Grps.	2	.80	.40	.664	.517
	Within	140	84.49	.60		
	Total	142	85.30			

Table 26

Importance of Concerns in Considering Employment

Item	Year 1	2	3	Total
Mistreatment by co-workers	3.8	3.8	4.0	3.8
Unavailability of appropriate jobs	3.8	3.7	3.9	3.8
Difficulty getting to and from work	3.7	3.7	3.9	3.8
Lack of quality training for job	3.8	3.6	3.8	3.7
Frustration possibly experienced	3.6	3.6	3.8	3.6
Loss of government benefits	3.4	3.2	3.6	3.4
N=	87	33	28	148

Table 27

Analysis of Variance for Ratings of Concerns to People With Severe Disabilities as They Consider Employment by Year 1, 2, 3 Parents

Item	Source	df	SS	MS	F Ratio	Prob.
Possible mistreatment by co-workers	Betw.Grps.	2	1.35	.68	1.677	.191
	Within	142	57.24	.40		
	Total	144	58.59			
Unavailability of appropriate jobs	Betw.Grps.	2	2.28	1.14	2.906	.058
	Within	140	54.84	.39		
	Total	142	57.12			
Difficulty of getting to and from work	Betw.Grps.	2	.68	.34	.695	.501
	Within	140	68.44	.49		
	Total	142	69.12			
Lack of quality training for the job	Betw.Grps.	2	1.99	.99	2.320	.102
	Within	137	58.70	.43		
	Total	139	60.69			
Frustration possibly experienced	Betw.Grps.	2	.76	.38	.869	.422
	Within	140	61.09	.44		
	Total	142	61.85			
Possible loss of government benefits	Betw.Grps.	2	4.33	2.17	2.918	.057
	Within	139	103.13	.74		
	Total	141	107.46			

Table 28

Expected Future Placements

Placements	Item 1	2	3	Total
Competitive employment in the community	42%	70%	55%	52%
Sheltered workshops	39%	23%	31%	34%
Occupational day care training or treatment center	17%	7%	10%	12%
No day program	1%	-	3%	2%
	N= 87	33	29	148

APPENDIX A

Job Coach Training Outline

Appendix A

Job Coach Training Outline

I. Introduction - Supported Work/Transitional Employment
   A. Philosophy
   B. Model

II. Job Development
   A. Community job market screening techniques
   B. Employer contact
   C. Observation of job site
   D. Summarization of job requirements-job sequence form

III. Client Assessment
   A. Review of records
      1. psychological
      2. medical
      3. educational
   B. Interviews and informal observations
      1. meetings with parents, staff, client
      2. observation of client in programs
   C. Summarization of data (records, interviews, observations)
      1. client job match form

IV. Job Placement
   A. Interview
   B. Job responsibilities
   C. Schedule
   D. Transportation

V. Job Training
   A. Job/Task Analysis
   B. Instructional techniques
   C. Training related skills (i.e. travel, money, social)
   D. Dealing with behavior problems
   E. Skill Maintenance/Fading

VI. Ongoing Assessment and Follow-along
   A. Site Visits
   B. Employer Evaluation
   C. Progress Report (to parents)

Appendix B

STUDENT ASSESSMENT

Student_____

Address_____

Telephone_____SS#_____

Parents/Guardian_____

_____

Emergency Telephone_____

Graduation Year_____

Date_____Recorded By_____

Recording Instructions
In Student Abilities/Disabilities Column: X Best choice for each Employment Factor. (More than 1 choice may be made when*)

MOTORIC/SENSORY/MEDICAL INFORMATION -

Vision/Hearing:

Medication/Seizures:

Mobility Mode(s) and Skills:

Seating/Positioning Requirements:

Movement(s) Student Can Make:

Adaptations Currently in Use

Activity	Adaptation/Results

INFORMATION FROM PARENTS/STUDENTS - (Please indicate P for Parent, S for Student)
Job/Hobby Preferences:

Non-Preferred Jobs:

Strengths That Will Help on Job:

Anticipated Difficulties on Job:

At 25, what job would you like student to be working at?

Personal Contacts With Area Business People (please list on reverse side).

Job Benefits Needed: (check 1)
__None
__Sick Leave/Vacation/Medical
__Medical Only
__Sick Leave/Vacation Time
__Medical/Dental/Vacation/Sick Leave
__Vacation Only
__Sick Leave Only

Comments:

EMPLOYMENT FACTOR	SPECIFICS/COMMENTS	STUDENT ABILITIES/DISABILITIES
1. Availability*		__Will Work Weekends __Will Work Evenings __Will Work Part-Time __Will Work Full-Time
2. Travel*		__Uses Bus __Uses Bus & Transfers __Needs Bus Training __Travel Arrangements
3. Rate/Strength*		__Hi__Med.__Low Strength __Fast__Med.__Slow Rate __Med. Steady Pace __Fast Steady Pace
4. Endurance		__Short Day/Many Breaks __Short Day/Few Breaks __Full Day/Many Breaks __Full Day/Few Breaks
5. Orienting		__Small Area __Several Rooms __Building Wide __Building & Grounds
6. Mobility/Motor		__Sit/Stand in 1 Area __Fair Ambulation __Stairs/Minor Obstacles __Motoric Restrictions
7. Appearance*		__Unkempt __Just Clean __Neat and Clean __Dresses Well
8. Communication		__NonVerbal __Some Key Words __Sentences (Indistinct) __Sentences (Clear)
9. Interaction Behavior*		__Few Interactions __Polite When Given Help __Infreq.Inter.Socially __Freq.Inter.Socially
10. Interfering Behavior*		__Many unusual Behs. __Infreq.unusual Beh. __Min. Interefering Beh.
11. Attention to Task		__Frequent Cues Req. __Intermit.Cues/Hi Super. __Intermit.Cues/Lo Super. __Infreq.Cues/Lo Super.
12. Functional Academics		__Can't DistingJob Suppl __DistingBetween Job Sup __Does Simple Counting __Reads Some Words
13. Time Management		__No Use of Time/Clock __Ident. Breaks & Lunch __Perform Routines On T __Perf.NonRoutines On T
14. Independent Task Sequencing		__Perf. 2-3 Tasks in Se __Perf. 4-6 Tasks in Se __Perf. 7 + Tasks in Se
15. Initiation		__Initiates Work __Sometimes Volunteers __Rarely Volunteers __Avoids Next Task
16. Adapting to Change*		__Learns New Tasks Fast __Accepts New Tasks __Is Confused by Change __Rigid Routine Require
17. Positive Reinforcement Needs		__Freq. Reinforcement N __Intermittent Sufficie __Infrequent Sufficient __Pay Check Sufficient
18. Family Support		__Very Supportive of Wor __Somewhat Supports Wor __Indifferent About Work __Negative About Work
19. Financial Situation		__Finan.Famil.No Obstacl __Job Benefits Required __Avoid Work: SSI Disinc __Will Not Give Up Aid

Indicate tasks that student has been observed to be proficient in.
Record: S for in school, J for on job site

Bus Tables__ Stocking__ Restroom Cleaning__ Food Line Supply__ Clerical__
Food Prep__ Sweeping__ Washing Equipment__ Trash Disposal__ Pot Washing__
Buffing__ Assembly__ High Machine Use__ Food Serving__ Other (Specify)__
Dusting__ Vacuuming__ Mopping (Indus.)__ Bagging Buns__

6/6/85 Form 7

PROJECT COMPETE

BEST COPY AVAILABLE

JOB ANALYSIS

Employer_____

Position_____

Schedule_____
Hours/Day Days/Week

_____
Months/Year Hours/Week

Supervisor_____

Title_____Phone_____

Date_____Recorded By_____

Recording Instructions
In Job Requirements/Provisions Column: X Best choice for each Employment Factor. (More than 1 choice may be made when *)

PLEASE CHECK ALL THAT APPLY

Job Atmosphere:
__Friendly, Cheerful
__Busy, Relaxed __Busy, Tense
__Slow, Relaxed __Slow, Tense
__Structured, Orderly
__Unstructured, Disorderly

Environmental Conditions:
__Hot __Cold __Noisy __Quiet
__Access/Barrier Free
__Barriers/No Access

Number of Co-workers With Same Job:
__0 __1 __2-3 __4-6 __7+

Proximity of Coworkers/Supervisor:
__Few Feet __Several Feet
__Same Area __Another Area

Important Aspects of Job:
__Team Work Required
__Independent Work Required
__Combines Team and Independent
__Judgement Required

Benefits of Job: (check 1)
__None
__Sick Leave/Vacation/Medical
__Medical Only
__Sick Leave/Vacation Time Only
__Medical/Dental Benefits
__Vacation/Sick Leave
__Vacation Only
__Sick Only

Comments:

EMPLOYMENT FACTOR	SPECIFICS/ COMMENTS	JOB REQUIREMENTS/PROVISIONS
1. Schedule	I NI	___Weekends ___Evening ___Part Time Job ___Full Time Job
2. Travel/Location*	I NI	___Bus Accessible ___Train Accessible ___No Public Trans.
3. Rate/Strength*	I NI	___Special Strength ___Slow Rate ___Medium Steady Rate ___Sometimes Fast Rate ___Continual Fast Rate
4. Endurance	I NI	___Short Day/Many Breaks ___Short Day/Few Breaks ___Full Day/Many Breaks ___Full Day/Few Breaks
5. Orienting	I NI	___Small Area/One Room ___Several Rooms ___Building Wide ___Building & Grounds
6. Mobility/Motor*	I NI	___Sit/Stand in 1 Area ___Fair Ambulation ___Stairs/Minor Obstacles ___Special Motoric
7. Appearance	I NI	___Grooming Little Import ___Cleanliness Only ___Neat and Clean ___Grooming Very Import.
8. Communication	I NI	___Minimal ___Keywords ___Sentences (Indistinct) ___Sentences (Clear)
9. Interactions*	I NI	___Few/Minimal ___Polite Responding ___Soc.Inter.Infrequently ___Soc.Inter.Frequently
10. Behavior Acceptance Range	I NI	___Wide Variety Beh. OK ___Unusual Beh.OKInfreq. ___Unusual Beh. not OK
11. Attention	I NI	___FrequentCuesAvailable ___Intermit.Cues/HiSuper ___Intermit.Cues/LoSuper ___Infreq.Cues/Lo Super.
12. Functional Academics	I NI	___Not Needed ___Select Work Supplies ___Simple Counting ___Some Word Reading
13. Time Management	I NI	___Not Important ___Identify Breaks ___RoutineJobPerformance ___NonRoutineJobPerf.
14. Task Sequence	I NI	___1 Task at a time ___2-3 Tasks ___4-6 Tasks in Sequence ___7 + Tasks in Sequence
15. Initiation of Work	I NI	___Initiation of Work ___Volunteering Helpful ___Volunteering Not Nec. ___Staff Can Cue NextTask
16. Daily Changes in Routine	I NI	___More Than 7 ___4-6 Task Changes ___2-3 Task Changes ___No Task Changes
17. Positive Reinforcement Available	I NI	___Frequent ___Intermit.PraiseGiven ___Infreq.PraiseGiven ___Pay Check Only
18. Employer Attitude	I NI	___Goes Out of Way to Support JobAcquisition ___BelievesHand.CanWork ___Indiff.toHand.asWorker
19. Employer's Financial	I NI	___IncentivesNotNec. ___Tax Credit orIncentive ___MonthlySal.Below SGA ___Mon.Sal.Bel.EarnedMin.

Check all that apply to position:

Bus Tables__ Stocking__ Restroom Cleaning__ Food Line Supply__ Clerical__
Food Prep__ Sweeping__ Washing Equipment__ Trash Disposal__ Pot Scrubbing__
Buffing__ Assembly__ Dish Washing Mac__ Food Serving__ Other__ (specify)
Dusting__ Vacuuming__ Mopping (Indoor.)__ Cooking Duty__

6/6/85 Form 6

PROJECT COMPETE

16a

Appendix D

Name of Student

Recorded By

Recording Instructions
In Job Column Record:
I for Important Factors
X for Compatible Factors
Employer/Job Title at bottom of page

JOB PLACEMENT RECORD

Starting Date	Employer	Job Title	Days/Hours Worked	Salary/Benefits	Wages Paid By: JTPA	OJT	EMPL	TJTC	Date/Reason for Termination	Recorded By

JOB/STUDENT MATCH

EMPLOYMENT FACTOR	JOB 1 Date:	JOB 2 Date:	JOB 3 Date:	JOB 4 Date:
1. Availability				
2. Transportation				
3. Strength/Rate				
4. Endurance				
5. Orienting				
6. Mobility/Motor				
7. Appearance				
8. Communication				
9. Social Interaction				
10. Interfering Behaviors				
11. Attention to Task				
12. Functional Academics				
13. Time Management				
14. Sequencing of Tasks				
15. Initiation				
16. Adapting to Change				
17. Reinforcement Needs				
18. Family Support				
19. Financial Concerns				

6/6/85 Form 3

PROJECT COMPETE

APPENDIX C

Dissemination Activities

Appendix C

The project coordinator and staff attended the following conferences:

- Long Island Rehabilitation Association (LIRA) Conference, Marriott Hotel Uniondale. October 28-31, 1986.
- Workshop at Family Support Coalition, Syosset, NY. "Siblings of Handicapped Individuals." Nov. 20, 1986.
- Meeting of grant directors, Washington,DC . Dec. 2-4, 1986.
- Workshop at Family Support Coalition, Syosset, NY. "Improvement of Families with a Developmentally Disabled Member - Professional Strategies & Relationships That Promote Change." Dec. 18, 1986.
- Service Fair, Human Resources/School Districts, parents, agencies, Transition Planning Network Subcommittee. March 20, 1987:
- Workshop at Family Support Coalition, Syosset, NY. "Social and Recreational Activities/Programs for Individuals with Disabilities." May 21, 1987.

The project coordinator and staff made the following presentations:

- Spoke to business reps, agency reps on Long Island re:

  supported work model at a conference sponsored by the Nassau County Placement Network. October 7, 1986.
- Northeast Research Association (NERA) Conference, Kerhonkson, New York. "Attitude survey of parents and teachers of students 17-21 with severe disabilities." October 29-31, 1986.
- Town of Hempstead. Handi-capable Fair. November 1, 1986.
- Spoke before Pupil Personnel staff at the Great Neck School District re: supported work model. November 19, 1986.
- Spoke before Pupil Personnel staff at the Oceanside school district re: supported work model. December 11, 1986.
- Spoke before Kiwanis Club of Mineola re: supported work and hiring students in Mineola area. January 19, 1987.
- Spoke before Pupil Personnel staff at Rockville Center re: supported work model. February 5, 1987.
- CEC conference, Chicago. Interagency networking. April 23, 1987.

The Project Coordinator served on numerous committees including:

- Nassau County Transitional Planning Network (TPN)
- Subcommittee of Transition Planning Network Conference Committee (planned conference for 56 school districts)
- Nassau County Placement Committee
- Subcommittee for Nassau County Placement Network (Employer Awards)
- BOCES Transitional Team (provided information to districts)

Technical Assistance was provided to the following agencies and individuals:

- Suffolk Child Center. Assisted with setting up supported work model for their OMRDD grant.
- Nassau Technological Center/Carle Place. Provided forms to their Special Needs Division.
- Karen Coco. Assisted in setting up a supported work model for a funded project serving the visually impaired.
- Ken Hobbs, District Director of Special Education, Schofield, Wisconsin and Coordinator of a federally funded supported work model, provided information regarding procedures and strategies.